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ABSTRACT

This report evaluates the 1982-83 Motivational and Self-Imagery Development/Job Development project in the Cleveland Public Schools. The project's purpose is to present job information to students in grades 11 and 12 and to provide assistance in placing students in fulltime jobs after graduation. Students in grades 8 and 9 are also introduced to a variety of occupations and given special assistance in preparing for careers that interest them. In the 1982-83 school year, services included job development classes, field trips to job sites, resource speakers from area businesses, and a job fair at which 53 business representatives interviewed 500 students for actual jobs. Of the project's three objectives, two were achieved: (1) 60 percent of the 1982 graduates participating in the program were placed in fulltime jobs by January 1983; and (2) selected students in grades 8 and 9 were given the opportunity to explore career choices and to qualify for careers through proper education and training. The third objective, that project participants show a 25 percent increase in their knowledge of the world of work, was not achieved. (CMG)

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MOTIVATIONAL AND SELF-IMAGERY DEVELOPMENT
JOB DEVELOPMENT

DISADVANTAGED PUPIL PROGRAM FUND

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1982-83
FINAL EVALUATION REPORT

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UD 023 113

Cleveland Public Schools

RESEARCH AND ANALYSIS DEPARTMENT

July, 1983

MOTIVATIONAL AND SELF-IMAGERY DEVELOPMENT
JOB DEVELOPMENT

1982-83 Final Evaluation

PURPOSE AND OVERVIEW

The purpose of this project is to present world of work information to eleventh and twelfth grade students and to provide assistance in placing students in full-time jobs after graduation. Selected eighth and ninth grade students are also introduced to a variety of occupations and given special assistance in preparing for careers that interest them.

SERVICE SUMMARY

Pupils Served: 5,000 Grades Served: 8-9, 11-12 Years in Operation: 16

Schools:
- 12 high schools
- 1 magnet school
- 6 junior high
- 19 public

(See list in Appendix A)

Staffing:
- 1 Program Coordinator, FT
- 13 Job Advisors, FT
- 6 Clerk, FT
- 20

- * 2 Clerks, PT
- * 1 Director, FT
- * 1 Asst. Director, FT
- * 1 Administrative Asst., FT
- 5 Funded by another source

SUMMARY OF FINDINGS

Activities to prepare sutdents for the "world of work" took place. Services included: job development classes, field trips to employee-related sites, resource speakers from area business and a job fair at which 53 representatives interviewed 500 students for actual jobs.

Two out of three project objectives were achieved. Sixty percent of the June, 1982 graduates were placed in full-time jobs and services were delivered to the junior high school students in the form of career orientation classes, field trips and Saturday morning tutoring sessions. Project participants showed an 11% increase in knowledge of the world of work, 14% below the objective criterion. Recommendations for the future included maintaining the junior high component at the same level of service and placing a greater emphasis on Basic Course Outline by the project staff.

OBJECTIVES AND OUTCOMES

- Objective 1: Project participants will show a 25 percent increase in the knowledge of the world of work measured by a locally constructed instrument.

    - Outcome: Objective one is considered not attained. A 20 item survey of the world of work was completed on a pre-post basis. The pretest was administered by the Job Advisors to twelfth grade students in October, 1982 and the post test in May, 1983. (See Appendix B for Survey). Survey results were obtained on 784 matching pre-post test cases. The mean pretest score was 13.29 and the mean post test score was 15.00. The mean post test score represents an increase of 11 percent over the mean pretest score.

- Objective 2: Fifty percent of the twelfth grade students participating in the project and desiring employment will be placed in full time jobs by January following June graduation.

    - Outcome: Objective 2 is considered attained. Project records document that 60% (N=529) of the 880 June, 1982 graduates requiring full-time jobs were placed in full-time employment.

- Objective 3: Selected eighth and ninth grade disadvantaged students will be given the opportunity to explore career choices by learning about the world of work, its requirements, and how to qualify for careers through proper education and training.

    - Outcome: Objective 3 is considered attained. Project records document that 30 career exploration classes were conducted for 167 eighth and ninth grade students representing six junior high schools, each school having two classes. The average number of students absent from each class was two with the average class size being 28. The average percent attendance for each class was 82%. Sixteen different employees representing 14 Cleveland-area business conducted these classes in their particular career area.

      Forty-four site visits to Cleveland-area businesses and industries were conducted to meet and talk with people holding a variety of skilled and semi-skilled jobs.

      Twenty-six tutoring sessions were held on Saturday mornings beginning on October 2, 1982 and ending May 14, 1983. The average attendance of participating students at these sessions was 78 percent.

ADDITIONAL FINDINGS

- Eighteen field trips were taken the first semester and 20 trips were taken the second semester to employment related locations.

- 59 resource speakers presented programs the first semester and 90 resource speakers presented programs the second semester for a total of 149 speakers.

- A jobs fair held in the spring of 1983 attracted 53 representatives of 43 companies and 500 students participated.

CONCLUSIONS

The available data indicate that the Job Development project delivered the services proposed to the students targeted to receive them. These services consisted of counseling sessions, field trips and resource speakers. Efforts to place June, 1982 graduates continued into 1983 with the successful placement of 60% of the graduates requiring full-time employment. Although, the project participants did increase their knowledge pertaining to acquiring a job, it did not meet the objective criterion of 25% increase. This knowledge is vital to meet the goal of obtaining full-time employment after graduation.

The evaluation showed that two out of three objectives were achieved. June, 1982 graduates were placed in full-time jobs and selected eighth and ninth grade students participated in career exploration sessions, field trips to related sites and tutoring sessions conducted by area business men and retired persons.

Based on observations of the project manager and the evaluator the following recommendations are made:

- Project staff should place greater emphasis on the Basic Course Outline designed to improve the students' knowledge of getting and keeping a job. In the present economy the few available jobs will be obtained by those students who have these skills and the knowledge to make them work for them.

- The component involving junior high school students should continue to provide counseling and tutoring sessions as academic and attitude preparation for future employment success.

APPENDIX A

SCHOOLS SERVED

Senior Highs

Collinwood
East High
East Technical
Glenville
James F. Rhodes
Jane Addams
John Adams
John Hay
John F. Kennedy
John Marshall
Lincoln West
South
West Technical

Junior Highs

A. B. Hart
Alexander Hamilton
Audubon
Central
Harry E. Davis
Thomas Jefferson

APPENDIX B

JOB DEVELOPMENT SURVEY

Directions: Please do not mark on this paper. Mark all your answers on the answer sheet provided with this survey. On your answer sheet choose the letter of the one response which best completes each statement.

1. An applicant may be rejected for a job during an interview because of:

    a. Displaying confidence and poise
    b. Failure to express himself/herself clearly
    c. An outstanding work record
    d. Cleanliness and neat personal appearance

2. To be hired for most jobs, an applicant must:

    a. Live near the job
    b. Have an A or B average in school
    c. Express a willingness to learn
    d. Have a valid drivers license

3. During your job interview, it is unwise to:

    a. Apply for a specific job
    b. Claim that you are willing to do anything
    c. Stress your qualifications for the job
    d. Know something about the company

4. The item from your school file which is least important in getting a job is:

    a. Achievement record (grades)
    b. Attendance record
    c. PLR or IQ
    d. Health record

5. The most complete publication which gives information about jobs is the:

    a. Vocational Guidance Quarterly
    b. U. S. News and World Report
    c. Daily newspaper
    d. Occupational Outlook Handbook

6. A new employee's most important concern should be learning:

    a. How to file a grievance
    b. How to perform assigned tasks
    c. How to avoid the supervisor
    d. About available fringe benefits

7. A successful employee is able to:

   a. Perform his job regardless of personal feelings about co-workers
   b. Follow the rules and procedures pertaining to his job
   c. Discuss work problems with his supervisors
   d. All of the above

8. When reviewing job applications, employers place particular importance on:

   a. Part-time work experience record
   b. Extra Curricular activities record
   c. Achievement record (grades)
   d. Attendance record

9. To become a career employee with the Federal government, you are expected to:

   a. Be recommended by someone who works in government
   b. Have at least 2 years of work experience
   c. Pass a civil service test
   d. Complete at least 2 years of college

10. Select the item which is most likely to be true.

   a. You are more likely to be hired if you tell the interviewer that you can do anything.
   b. People who finish college usually find jobs.
   c. The steps involved in getting a job are usually the same regardless of educational background.
   d. You are more likely to be hired if you apply with a friend.

11. In the process of getting a job, the very first step you should take is to:

   a. Read the want ads
   b. Buy a new outfit
   c. Visit an employment agency
   d. Make a self-analysis

12. Assuming that you are qualified for the job, what characteristic would be the most important to an employer.

   a. The ability to write and speak effectively
   b. Dependability and positive attitude
   c. Interest in the company
   d. Ability to get along with co-workers

13. Most job application forms request the applicant's:

    a. Extra curricular activities
    b. Racial or ethnic background
    c. Social security number
    d. Religious affiliation

14. Before going to an employment interview, it is recommended that you prepare a report about yourself that includes personal facts, schools attended, record of previous jobs, and names and addresses of references. This report is called a:

    a. Permanent record card
    b. Application form
    c. Resume
    d. Letter of recommendation

15. If a question on the job application asks how much money you expect to earn, it is best to:

    a. Write in the word "open" or "negotiable"
    b. Leave the question unanswered
    c. Write less than you think the job will pay
    d. Write in more than you think the job will pay

16. The Job Development Program at your high school:

    a. Offers particular skill training required for certain jobs
    b. Assists each interested senior in preparing for and finding a job
    c. Is primarily interested in helping the college bound senior
    d. Finds jobs for all seniors looking for work

17. Pupils between the ages of 14 and 18 are required to have a work permit because it is:

    a. Required by the Division of Health
    b. A school rule
    c. Required by the State of Ohio
    d. A city law

18. Classified employment advertisements are valuable because they provide:

    a. An accurate forecast of the job market
    b. A partial listing of the available jobs
    c. A distinction between male and female jobs
    d. List of only those jobs which are full-time

19. On-the-job training programs and apprenticeship programs are not the same but both programs:

    a. Pay you while you learn
    b. Require a college education
    c. Are governed by Federal rules
    d. Are limited to male applicants

20. Private employment agencies:

    a. Always charge the applicant a fee if placed on a job
    b. Place applicants in office jobs only
    c. Guarantee you a job
    d. None of the above